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ABSTRACT

This study surveyed perceptions of parents, teachers, and principals concerning reduced class size classrooms (RS) with first and second graders versus traditional size classrooms (TS). Participating in the study were 63 RS parents, 80 TS parents, 12 RS teachers, 13 TS teachers, and 14 principals in the Saginaw, Michigan school district. Response rates for RS groups were substantially smaller than those for TS groups. The major findings indicated that the majority of respondents considered the benefits of reduced size classrooms worth the extra expenditure (92 percent first grade parents, 70 percent second grade parents, 88 percent principals). Overall, parents saw approximately the same amount of student improvement in the variables under study regardless of class size condition. The largest area of academic increase seen by parents was in learning to read, regardless of condition. Principals and teachers reported substantially more improvement in the RS over the TS condition. Teachers at TS sites and principals recommended the addition of more reduced-size classrooms. First grade parents in both conditions and second grade parents in the TS condition wanted more one-to-one instruction. Parents in the RS condition thought that teachers should be more sensitive and provide more feedback. Teachers in TS sites thought their effectiveness was limited because diverse student ability levels. Principals were concerned about the possibility of an elite class and that students most in need of one-to-one instruction might not be placed in RS classrooms. (Four appendices include the surveys used, detailed results from the surveys by question, and results summarized by respondent groups.) (KB)

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ED 446 853

EVALUATION REPORT

CLASS SIZE SURVEYS

Spring, 2000

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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CLASS SIZE SURVEYS

Spring, 2000

An Approved Report of the
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September, 2000

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Class Size Survey's Executive Summary, Spring 2000

Purpose

A class size survey of parents, teachers, and principals concerning student improvements and changes in classroom practices between reduced class size (grade 1 = 18 or less and grade 2 = 21 or less students) versus traditional class size settings was undertaken in April through May, 2000.

Description of Respondents

A total 13.6% (63 of 462) reduced sized classroom parents and 22.1% (80 of 362) traditional sized classroom parents returned a completed survey. Approximately 43% (12 of 28) of reduced sized classroom teachers (23 first grade and 5 second grade classrooms) and 87% (13 of 15) of traditional sized classroom teachers polled returned a completed survey. A total of 14 of 21 principals (66%) completed the survey. Reviewing the response rates given in the report, it was apparent that rates among the reduced groups overall were substantially smaller than those of the traditional groups. Thus resulting findings should be considered cautiously in terms of their generalizeability to the entire group sampled. With that caution in mind, the major findings follow.

Findings

One important consideration is whether the respondents considered the benefits of reduced class size rooms worth the extra expenditure. Across conditions, the vast majority responded that it was:

- 92.0% of first grade parents;
- 70.0% of second grade parents; and
- 87.5% of the principals responded yes.

Overall, parents saw approximately the same amount of improvement in the variables under study regardless of whether the student was in the reduced size or control condition. Conversely, principals and teachers reported substantially more improvement in the variables in the reduced over the control condition.

- Exception to this among the first grade parents was that those in the reduced size condition perceived more improvement than those in the control in the following:

  -- Child's interest in learning (85.7% vs. 69.7%);
  -- Parent/teacher interaction (73.5% vs. 57.2%); and
  -- Parent involvement (59.2% vs. 31.9%).

- Exception to this among the second grade parents were: 1) there was a larger percentage of those in the control condition who reported "much improved" in learning to write (58.3%) than reported it in the reduced size reduction (28.6%); and 2) those in the reduced size condition showed more improvement than those in the control in student's attitude toward school (79.0% vs. 42.9%).

- **Further, the largest area of academic increase seen by parents was in learning to read (approximately 94% of first grade parents and approximately 90% of second grade parents) regardless of condition.**

There were four multiple choice survey questions dealing with the change in student/classroom variables asked of all respondent groups. The findings to these questions were:

- Approximately 73% of all parents (reduced and control) felt that grades improved. Teachers and principals noted greater improvements to grades received in the reduced size condition (83.3% and 50.0%) than in the control condition (15.4% and 11.1%).

- Approximately 58.5% of all parents (in both conditions) felt that student interaction improved. Teachers and principals saw more student interaction improvement in the reduced size condition (75.0% and 37.5%) than in the control condition (15.4% and 11.1%).

- An even 50% of second grade parents (in both conditions) felt that parent/teacher interaction improved. First grade parents, teachers and principals saw more improvement in the reduced size condition (73.5%, 58.3%, and 50.0% respectively) than in the control condition (57.2%, 15.4%, and 11.1%).

- Approximately 47% of first grade parents and 63% of second grade parents (in both conditions) felt that student ability in technology improved. Teacher and principals saw more improvement in the reduced size condition (41.7% and 37.5%) than in the control condition (7.7% and 22.2%).

SCHOOL DISTRICT OF THE CITY OF SAGINAW

DEPARTMENT OF EVALUATION, TESTING, AND RESEARCH

The class size survey was undertaken to obtain the perceptions of parents, teachers, and principals to reduced class size settings (grade 1 = 18 or less and grade 2 = 21 or less students) or traditional class size settings in the first or second grades. Particular experimental (reduced class size rooms) and traditional (control rooms at grade 1 greater than 18 and grade 2 greater than 21 students) were selected for the study. Parents were mailed a survey on April 20, 2000 and asked for their return by May 5, 2000. Teachers and principals received their instruments during April staff meetings and were asked to return them through interoffice mail by May 5, 2000.

The survey instruments contained three types of questions. Part I multiple choice questions dealt with classroom background questions; Part II multiple choice questions focused on classroom practices/improvements; and Part III open-ended questions dealt with issues like unexpected outcomes, likes and dislikes about reduced class size experiment, suggestions for improvement, etc. Appendix A contains a copy of the instruments. Table 1, below, gives a matrix showing common questions asked of the four groups in Part II and Part III.

Table 1

Correspondence of Question Topics Among Class Size Surveys, Spring 2000

	Reduced Class Size Surveys			
Summary Statement of Question	Parent 1st	Parent 2nd	Teacher	Principal
Part II				
Changes in learning to read	Q2	Q2		
Changes in learning to write	Q3	Q3		
Changes in learning math	Q4	Q4		
Changes in verbal expression	Q5	Q5		
Changes in technology skills	Q6	Q6	Q13	Q13
Changes in grades	Q7	Q7	Q25	Q25
Changes in school attitude	Q8	Q8		
Changes in student interaction	Q9	Q9	Q16	Q16
Changes in interest in learning	Q10	Q10		
Change in parent involvement	Q11	Q11		
Changes in parent/teacher interaction	Q12	Q12	Q23	Q23
Is it worth the extra money?	Q13	Q13		Q24
Change in student time on task			Q6	Q6
Change in monitoring/feedback to students			Q7	Q7
Change in small group instruction			Q8	Q8
Change in one on one instruction			Q9	Q9
Change in hands on instruction			Q10	Q10
Change in remedial instruction			Q11	Q11
Change in enrichment activities			Q12	Q12
Change in attendance			Q14	Q14
Change in discipline			Q15	Q15
Change in student/teacher interaction			Q17	Q17
Change in morale			Q18	Q18
Change in effectiveness of planning			Q19	Q19
Change in amount of paperwork			Q20	
Change in teacher interactions			Q21	
Change in administrator/teacher interaction			Q22	Q22
Change in physical environment			Q24	Q21

Reduced Class Size Surveys

Summary Statement of Question	Parent 1st	Parent 2nd	Teacher	Principal
Part III				
What do you like best			Q26	Q25
What do you like least			Q27	Q26
What changes would you recommend	Q14	Q14	Q28	Q27
Any unexpected results			Q29	Q28
Professional development taken			Q30	
Profession development wanted			Q31	

Respondents

Recall we surveyed the opinions of principals, teachers, and parents of both reduced (experimental) and traditional (control) sized first and second grade classes.

Response rates to the survey by group and type of site were:

Group	Type Of Site	Grade Level	Sample Surveyed	Returned #	Returned %
Parent	Reduced	1	365	49	13.4
	Traditional	1	217	56	25.8
	Reduced	2	97	14	14.4
	Traditional	2	145	24	16.6
Teacher	Reduced	1 & 2	28	12	42.8
	Traditional	1 & 2	15	13	86.7

And, of the 21 principals surveyed, a total of 14 (66.7%) completed the survey.

Reviewing the response rates above, one can notice that the rates among the reduced groups are substantially smaller than those for the traditional group. Also, the traditional rates are low except for traditional teachers. As a result, the responses of those in the reduced and traditional groups may not be as generalizeable and the resulting findings should be considered with some caution. Appendix B contains all the responses of grade 1 parents, grade 2 parents, teachers of first and second grades, and principals.

Major Findings

In an effort to deal with the complexity of the four respondent groups across common questions, part II findings in terms of improvement (much and somewhat combined) were summarized (see Appendix C) and part III findings in terms of open-ended responses were summarized (see Appendix D). The summarized results contained in Appendix C and D represent the basis for the major findings that follow.

There were four multiple choice survey questions dealing with change in student/classroom variables asked of all respondent groups. The findings to these questions were:

- Approximately 73% of all parents (in both conditions) felt that grades improved (much and somewhat combined). Teachers and principals saw more improvement to grades received in the reduced size condition (83.3% and 50.0%) than in the control condition (15.4% and 11.1%).

- Approximately 58 to 59% of all parents (in both conditions) felt that student interaction improved. Teachers and principals saw more student interaction improvement in the reduced size condition (75.0% and 37.5%) than in the control condition (15.4% and 11.1%).

- An even 50% of second grade parents (in both conditions) felt that parent/teacher interaction improved. First grade parents, teachers and principals saw more improvement in the reduced size condition (73.5%, 58.3%, and 50.0% respectively) than in the control condition (57.2%, 15.4%, and 11.1%).

- Approximately 47% of first grade parents and 63% of second grade parents (in both conditions) felt that student ability in technology improved. Teacher and principals saw more improvement in the reduced size condition (41.7% and 37.5%) than in the control condition (7.7% and 22.2%).

One important consideration is whether the respondents considered the benefits of reduced class size rooms worth the extra expenditures. Across conditions, the vast majority responded that it was:

- 82.0% of first grade parents;

- 79.0% of second grade parents; and

- 87.5% of the principals responded yes.

Overall, parents saw approximately the same amount of improvement in the variables under study regardless of whether the student was in the reduced size or the control condition. Conversely, principals and teachers reported substantially more improvement in the variables in the reduced over the control condition. (See Appendix B for the results by question topic.)

- Exception to this among the first grade parents were that those in the reduced size condition perceived more improvement than those in the control in the following:

  -- Child's interest in learning (85.7% vs. 69.7%);
  -- Parent/teacher interaction (73.5% vs. 57.2%); and
  -- Parent involvement (59.2% vs. 31.9%).

- Exception to this among the second grade parents were: 1) there was a larger percentage of those in the control condition who reported "much improved" in learning to write (58.3%) than reported it in the reduced size condition (28.6%); and 2) those in the reduced size condition showed more improvement than those in the control in student's attitude toward school (79.0% vs. 42.9%).

- Further, the largest area of academic increase seen by parents was in learning to read (approximately 94% of first grade parents and approximately 90% of second grade parents) regardless of condition.

Respondents also offered answers to a set of open-ended questions. One question asked of all respondents is what changes they would recommend.

- Teachers at control sites and principals recommended that more reduced size classrooms be added.

- Teachers in experimental sites felt there should be more discipline.

- First grade parents in both conditions and second grade parents in control condition wanted more one to one instruction.

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- Parents in the experimental condition at both grades thought that teachers should be more sensitive and should provide more feedback, particularly with regard to special needs children.

Principals and teachers were asked what they liked best. Teachers in experimental sites and principals indicated that they saw more time for one to one instruction. Teachers in both conditions agreed they saw less discipline problems.

Teachers in the experimental condition did not express any common dislike while teachers in control sites felt their effectiveness was limited because there was too much diversity among student ability levels. Principals were concerned for the possibility of an elite class and that the students most in need of one to one instruction may not be placed in the reduced class size rooms.

No commonly found negative results were reported by teachers in the experimental condition. Teachers in the control condition and principals found less parent involvement and were less able to provide one to one attention.

Summary

A class size survey of parents, teachers, and principals concerning student improvements and changes in classroom practices between reduced class size versus traditional class size settings at grade 1 and 2 was undertaken in April through May, 2000. A total 13.6% (63 of 462) reduced sized classroom parents and 22.1% (80 of 362) traditional sized classroom parents returned a completed survey. Approximately 43% of reduced sized classroom teachers and 87% of traditional sized classroom teachers polled returned a completed survey. A total of 14 of 21 principals (66%) completed the survey. Reviewing the response rates given in the report, it was apparent that rates among the reduced groups overall were substantially smaller than those of the traditional groups. Thus resulting findings should be considered cautiously in terms of their generalizeability to the entire group sampled. With that caution in mind, the major findings follow:

One important consideration is whether the respondents considered the benefits of reduced class size rooms worth the extra expenditure. Across conditions, the vast majority responded that it was:

- 92.0% of first grade parents;
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- Exception to this among the first grade parents where that those in the reduced size condition perceived more improvement than those in the control in the following:
  -- Child's interest in learning (85.7% vs. 69.7%);
  -- Parent/teacher interaction (73.5% vs. 57.2%); and
  -- Parent involvement (59.2/5 vs. 31.9%).

- Exception to this among the second grade parents were: 1) there was a larger percentage of those in the control condition who reported "much improved" in learning to write (58.3%) than reported it in the reduced size reduction (28.6%); and 2) those in the reduced size condition showed more improvement than those in the control in student's attitude toward school (79.0% vs. 42.9%).

- **Further, the largest area of academic increase seen by parents was in learning to read (approximately 94% of first grade parents and approximately 90% of second grade parents) regardless of condition.**

There were four multiple choice survey questions dealing with the change in student/classroom variables asked of all respondent groups. The findings to these questions were:

- Approximately 73% of all parents (reduced and control) felt that grades improved. Teachers and principals noted greater improvements to grades received in the reduced size condition (83.3% and 50.0%) than in the control condition (15.4% and 11.1%).

- Approximately 58.5% of all parents (in both conditions) felt that student interaction improved. Teachers and principals saw more student interaction improvement in the reduced size condition (75.0% and 37.5%) than in the control condition (15.4% and 11.1%).

- An even 50% of second grade parents (in both conditions) felt that parent/teacher interaction improved. First grade parents, teachers and principals saw more improvement in the reduced size condition (73.5%, 58.3%, and 50.0% respectively) than in the control condition (57.2%, 15.4%, and 11.1%).

- Approximately 47% of first grade parents and 63% of second grade parents (in both conditions) felt that student ability in technology improved. Teacher and principals saw more improvement in the reduced size condition (41.7% and 37.5%) than in the control condition (7.7% and 22.2%).

APPENDICES

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SCHOOL DISTRICT OF THE CITY OF SAGINAW
Parent Survey

Dear Parents:

We would like your opinions. The number of students in many first and second grade classrooms in the Saginaw Public Schools has been reduced. Other classrooms have maintained a larger traditional size. We would like to know your ideas concerning your child's classroom. This survey will only take a couple of minutes of your time to complete and can be returned in the enclosed, post-paid addressed envelope.

Your responses will help us to evaluate and improve our efforts concerning first and second grade classrooms. All answers will be kept confidential and only grouped findings will be reported.

Instructions: First, please write the name of your child's first or second grade school. Then, please fill in the blank or circle the letter corresponding to the most appropriate answer. Thank you in advance for sharing your views.

My child attends _____ elementary.

Circle your child's grade level: first second

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I: A background question.

1. What is the size of the classroom your child attends?
   a. 25 - 30 students
   b. 21 - 24 students
   c. 15 - 20 students
   d. Less than 15 students
   e. Don't know

PART II: These are a few classroom questions.

2. How has your child's learning to read changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

3. How has your child's learning to write changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

4. How has your child's learning in mathematics changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

5. How has your child's learning to talk and express himself or herself changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

6. How has your child's learning with and about computers and technology changed since last year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

7. How have your child's grades in school changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

8. How has your child's like for school changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

9. How has the way your child gets along with other students changed this year?
   a. Much improved
   b. Somewhat improved
   c. No change
   d. Somewhat worse
   e. Much worse
   f. Don't know

10. How has your child's interest in learning changed this year?
    a. Much improved
    b. Somewhat improved
    c. No change
    d. Somewhat worse
    e. Much worse

11. How has your involvement in school as a parent changed this year?
    a. Much improved
    b. Somewhat improved
    c. No change
    d. Somewhat worse
    e. Much worse
    f. Don't know

12. How has the communication you have had with your child's teacher changed this year?
    a. Much improved
    b. Somewhat improved
    c. No change
    d. Somewhat worse
    e. Much worse
    f. Don't know

13. A reduction in class size is expensive. Do you think the benefits are worth the extra money?
    a. Yes
    b. No
    c. Don't know

PART III: This is an opinion question.

14. What could have been done differently at school to improve your child's experience?

_____

_____

_____

_____

_____

_____

_____

Thank you for your honest response!

Please put survey in postage-paid envelope provided and return it to the Saginaw Public Schools by May 5, 2000.

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CLASS SIZE SURVEY
Principal Survey

School: _____

Introduction: Thank you for taking the time to complete this questionnaire. The purpose of this survey is to determine the perceptions of principals with regard to either reduced class size (grade 1 = 18 or less, and grade 2 = 21 or less) or traditional class size in the first or second grades. Your responses will be used to help us to evaluate and improve our early elementary efforts. All answers will be kept in confidence and only grouped findings will be reported.

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I

1. At what grade levels have class size reductions been implemented at your school?
   a. First grade only
   b. Grades 1 & 2
   c. Second grade only
   d. None – GO TO PART II

2. What is the average number of months, if any, that class size reduction classes have been in operation at your school?
   a. None
   b. Less than a month
   c. 1-3 months
   d. 4-6 months
   e. More than six months

3. What percent of your reduced size classrooms are using a team-teaching format?
   a. 0% to 20%
   b. 21% to 40%
   c. 41% to 60%
   d. 61% to 80%
   e. More than 80%

4. What percent of your reduced size classrooms are taught by first year teachers?
   a. 0% to 20%
   b. 21% to 40%
   c. 41% to 60%
   d. 61% to 80%
   e. More than 80%

5. What percent of your reduced size classrooms are taught by teachers who taught at the same grade level last year?
   a. 0% to 20%
   b. 21% to 40%
   c. 41% to 60%
   d. 61% to 80%
   e. More than 80%

PART II: Thinking only of your first grade classrooms (second if you have low class size in that grade), please indicate the extent to which the following factors have changed from last school year to this school year. If you have both Reduced and Traditional classrooms mark the questions in each column. If only Reduced or Traditional Classrooms mark the questions in the appropriate column.

Reduced Class Size Classrooms

6. Student time-on-task.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

7. Monitoring student progress and providing feedback to students.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

8. Small group instruction.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

9. One-on-one instruction.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

10. Use of hands-on activities and manipulatives.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

11. Effectiveness of remedial activities.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

Traditional Class Size Classrooms

6. Student time-on-task.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

7. Monitoring student progress and providing feedback to students.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse sine last year

8. Small group instruction
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse sine last year

9. One-on-one instruction.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse sine last year

10. Use of hands-on activities and manipulatives.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

11. Effectiveness of remedial activities.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

Principal Survey
Page 3

Reduced Class Size Classrooms

12. Effectiveness of enrichment activities.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

13. Introducing students to computers and technology.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

14. Student attendance.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

15. Classroom discipline.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

16. Social interaction among your students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

17. Social/personal interactions between the teachers and students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

18. Teacher morale.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

Traditional Class Size Classrooms

12. Effectiveness of enrichment activities.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

13. Introducing students to computers and technology.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

14. Student attendance.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

15. Classroom discipline.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

16. Social interaction among your students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

17. Social/personal interactions between the teachers and students
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

18. Teacher moral.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

Reduced Class Size Classrooms

19. Effectiveness of teacher planning and preparation.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

20. Quality of contacts with parents.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

21. Physical environment (space, facilities, noise level, etc.)
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

22. Teacher-administrator interaction and support.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

23. Overall academic improvement among students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

Traditional Class Size Classrooms

19. Effectiveness of teacher planning and preparation.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

20. Quality of contacts with parents.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

21. Physical environment (space, facilities, noise level, etc.)
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

22. Teacher-administrator interaction and support.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

23. Overall academic improvement among students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse sine last year

24. Obviously, reductions in class size are an expensive undertaking. Do you think that the benefits of reduced class size are worth the expenditures?
    a. Yes
    b. No
    c. Don't know

PART III: If you have reduced class sizes in your building, please write your response to the following questions using the space provided. If all of your classrooms are of traditional size, please do not answer Part III.

25. What do you like best about class size reduction?

26. What do you like least about class size reduction?

27. What would you change about the class size reduction efforts to improve its effectiveness?

28. What unexpected results have you observed as a result of reduced class size? If appropriate, please mention both positive and negative unexpected results.

    Positive results:

Negative results:

_____

_____

_____

_____

_____

Thank you for your honest response!

Please return to the Evaluation, Testing & Research Department by Friday, May 5, 2000.

ETR©April, 2000-Form C/E

CLASS SIZE SURVEY
Teacher Survey

School Where You Teach: _____

Introduction: Thank you for taking the time to complete this questionnaire. The purpose of this survey is to determine the perceptions of teachers with regard to either reduced class size (grade 1 = 18 or less, and grade 2 = 21 or less) or traditional class size in the first or second grades. Your responses will be used to help us to evaluate and improve our early elementary efforts. All answers will be kept in confidence and only grouped findings will be reported.

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I

1. How long have you been teaching?
   a. First year
   b. 1 – 2 years
   c. 3 – 10 years
   d. 11 – 20 years
   e. More than 20 years

2. What grade do you teach?
   a. First
   b. Second

3. What grade did you teach last year?
   a. First
   b. Second
   c. Third
   d. Upper Elementary

4. How many students are in your class?
   a. 21 or more
   b. 19 - 20
   c. 17 - 18
   d. 15 - 16
   e. 14 or fewer

5. How many months, if any, have you been teaching 18 or few students (2^{nd} grade, 21 or fewer students)?
   a. Less than a month
   b. 1 - 3 months
   c. 4 - 6 months
   d. More than six months
   e. I have more than 18 (2^{nd} grade, 21) students in my class

Teacher Survey
Page 2

PART II: Please indicate the extent to which the following factors have changed from last school year to this school year.

6. Student time-on-task.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

7. Monitoring student progress and providing feedback to students.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

8. Small group instruction.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

9. One-on-one instruction.
   a. Much improved since last year
   b. Somewhat improved since last year
   c. No change
   d. Somewhat worse since last year
   e. Much worse since last year

10. Use of hands-on activities and manipulatives.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    f. Much worse since last year

11. Effectiveness of remedial activities.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

12. Effectiveness of enrichment activities.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

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13. Introducing students to computers and technology.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

14. Student attendance.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

15. Classroom discipline.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

16. Social interaction among your students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

17. Social/personal interactions between the teachers and students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

18. Teacher moral.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    f. Much worse since last year

19. Effectiveness of teacher planning and preparation.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

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Teacher Survey
Page 4

20. The amount of paper and record keeping.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

21. Your interaction with other teachers at your school.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

22. Teacher-administrator interaction and support.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

23. Number and quality of contacts with parents.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

24. Physical environment (space, facilities, noise level, etc.).
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

25. Overall academic improvement among students.
    a. Much improved since last year
    b. Somewhat improved since last year
    c. No change
    d. Somewhat worse since last year
    e. Much worse since last year

Teacher Survey
Page 5

PART III: Using the space provided, please write your response to the following questions.

26. What do you like best about this year's class versus last year's class?

27. What do you like least about this year's class versus last year's class?

28. What would you change to improve classroom effectiveness?

29. What unexpected results have you observed in this year as compared to last year? If appropriate, please mention both positive and negative results.

Positive results:

_____

_____

_____

_____

_____

Negative Results:

_____

_____

_____

_____

_____

30. List any professional development activities in which you have participated that would help you to be more effective in reduced sized classrooms.

_____

_____

_____

_____

_____

31. List any professional development activities/topics you believe would be helpful in reduced sized classrooms.

_____

_____

_____

_____

_____

Thank you for your honest response!

Please return to the Evaluation, Testing & Research Department by Friday, May 5, 2000.

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Parent Survey

(First Grade Students)

Dear Parents:

We would like your opinions. The number of students in many first and second grade classrooms in the Saginaw Public Schools has been reduced. Other classrooms have maintained a larger traditional size. We would like to know your ideas concerning your child's classroom. This survey will only take a couple of minutes of your time to complete and can be returned in the enclosed, post-paid addressed envelope.

Your responses will help us to evaluate and improve our efforts concerning first and second grade classrooms. All answers will be kept confidential and only grouped findings will be reported.

Instructions: First, please write the name of your child's first or second grade school. Then, please fill in the blank or circle the letter corresponding to the most appropriate answer. Thank you in advance for sharing your views.

My child attends _____ elementary.

Circle your child's grade level: first second

Experimental (N=49)
Control (N=56)

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I: A background question.

1. What is the size of the classroom your child attends?	Experimental #	Experimental %	Control #	Control %
a. 25 - 30 students	4	8.2	33	58.9
b. 21 - 24 students	6	12.2	15	26.8
c. 15 - 20 students	28	57.1	2	3.6
d. Less than 15 students	5	10.2	0	0.0
e. Don't know	3	6.1	5	8.9
f. No response	3	6.1	1	1.8
TOTAL	**49**	**99.9***	**56**	**100.0**

PART II: These are a few classroom questions.

2. How has your child's learning to read changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	39	79.6	43	76.8
b. Somewhat improved	7	14.3	10	17.8
c. No change	3	6.1	2	3.6
d. Somewhat worse	0	0.0	0	0.0
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	1	1.8
TOTAL	**49**	**100.0**	**56**	**100.0**

3. How has your child's learning to write changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	30	61.2	40	71.4
b. Somewhat improved	16	32.7	11	19.6
c. No change	3	6.1	3	5.4
d. Somewhat worse	0	0.0	1	1.8
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	1	1.8
TOTAL	**49**	**100.0**	**56**	**100.0**

***Rounding**

First Grade Parent Survey
Page 2

4. How has your child's learning in mathematics changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	30	61.2	41	73.2
b. Somewhat improved	14	28.6	11	19.6
c. No change	2	4.1	2	3.6
d. Somewhat worse	2	4.1	0	0.0
e. Much worse	0	0.0	0	0.0
f. Don't know	1	2.0	2	3.6
TOTAL	**49**	**100.0**	**56**	**100.0**

5. How has your child's learning to talk and express himself or herself changed this year?

	Experimental #	Experimental %	Control #	Control %
a. Much improved	23	46.9	22	39.3
b. Somewhat improved	20	40.8	25	44.6
c. No change	5	10.2	8	14.3
d. Somewhat worse	0	0.0	1	1.8
e. Much worse	0	0.0	0	0.0
f. Don't know	1	2.0	0	0.0
TOTAL	**49**	**99.9***	**56**	**100.0**

6. How has your child's learning with and about computers and technology changed since last year?

	Experimental #	Experimental %	Control #	Control %
a. Much improved	11	22.5	10	17.8
b. Somewhat improved	12	24.5	16	28.6
c. No change	15	30.6	23	41.1
d. Somewhat worse	1	2.0	1	1.8
e. Much worse	0	0.0	0	0.0
f. Don't know	10	20.4	6	10.7
TOTAL	**49**	**100.0**	**56**	**100.0**

7. How have your child's grades in school changed this year?

	Experimental #	Experimental %	Control #	Control %
a. Much improved	22	44.9	25	44.6
b. Somewhat improved	15	30.6	14	25.0
c. No change	7	14.3	11	19.6
d. Somewhat worse	1	2.0	4	7.2
e. Much worse	2	4.1	2	3.6
f. Don't know	2	4.1	0	0.0
TOTAL	**49**	**100.0**	**56**	**100.0**

8. How has your child's like for school changed this year?

	Experimental #	Experimental %	Control #	Control %
a. Much improved	24	49.0	21	37.5
b. Somewhat improved	6	12.2	11	19.6
c. No change	13	26.5	16	28.6
d. Somewhat worse	4	8.2	6	10.7
e. Much worse	1	2.0	2	3.6
f. Don't know	1	2.0	0	0.0
TOTAL	**49**	**99.9***	**56**	**100.0**

***Rounding**

First Grade Parent Survey
Page 3

9. How has the way your child gets along with other students changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	17	34.7	16	28.6
b. Somewhat improved	15	30.6	14	25.0
c. No change	14	28.6	24	42.8
d. Somewhat worse	2	4.1	1	1.8
e. Much worse	0	0.0	0	0.0
f. Don't know	1	2.0	1	1.8
TOTAL	**49**	**100.0**	**56**	**100.0**

10. How has your child's interest in learning changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	34	69.4	23	41.1
b. Somewhat improved	8	16.3	16	28.6
c. No change	6	12.2	9	16.1
d. Somewhat worse	1	2.0	4	7.3
e. Much worse	0	0.0	2	3.6
f. No Response	0	0.0	2	3.6
TOTAL	**49**	**99.9***	**56**	**100.3***

11. How has your involvement in school as a parent changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	13	26.5	6	10.7
b. Somewhat improved	16	32.7	12	21.2
c. No change	16	32.7	32	57.1
d. Somewhat worse	3	6.1	3	5.4
e. Much worse	0	0.0	0	0.0
f. Don't know	1	2.0	3	5.4
TOTAL	**49**	**100.0**	**56**	**99.8***

12. How has the communication you have had with your child's teacher changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	22	44.9	16	28.6
b. Somewhat improved	14	28.6	16	28.6
c. No change	11	22.5	18	32.1
d. Somewhat worse	0	0.0	4	7.1
e. Much worse	2	4.1	0	0.0
f. Don't know	0	0.0	2	3.6
TOTAL	**49**	**100.1***	**56**	**100.0**

13. A reduction in class size is expensive. Do you think the benefits are worth the extra money?

	Experimental		Control	
	#	%	#	%
a. Yes	42	85.7	44	78.6
b. No	4	8.2	4	7.2
c. Don't know	3	6.1	5	8.9
d. No response	0	0.0	3	5.4
TOTAL	**49**	**100.0**	**56**	**100.1***

***Rounding**

First Grade Parent Survey
Page 4

PART III: This is an opinion question.

14. What could have been done differently at school to improve your child's experience?

Comments	Experimental	Control
• Computer labs/more computers	3	2
• Foreign language instruction	1	0
• More sports	1	0
• Better checks for head lice	1	0
• Introduce Accelerated Reader	2	0
• Longer lunch hours	1	0
• Smaller class size/more one-on-one instruction	7	16
• Aides	1	4
• Put prayer back in school	1	0
• More homework	1	0
• Not enough attention to special education needs	2	0
• More sensitive/better teachers	6	2
• Better discipline	2	1
• Parent involvement activities	2	2
• Less homework initially	0	2
• Better lunch program/better food/better training of lunchroom aides to respect each child	1	1
• After school tutoring program/activities	1	3
• More emphasis on mathematics	1	0
• More field trips	1	0
• Better feedback to parents	0	2
• More consistency in substitute teachers	0	2
• New principal/better principal	0	3
• Stop half days twice/month	0	1
• Don't agree with reading test	1	1
• Compulsory school uniform	0	1
• Keep home schools open that have low enrollment to preserve the neighborhood school concept	1	0
• Don't like split classes	0	1
• Avoid favoritism	1	0
• Go back to basics; don't try to teach so much at 1st grade	0	1
• Better communication of staff to parents	0	1

Thank you for your honest response!

Please put survey in postage-paid envelope provided and return it to the Saginaw Public Schools by May 5, 2000.

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Parent Survey

(Second Grade Students)

Dear Parents:

We would like your opinions. The number of students in many first and second grade classrooms in the Saginaw Public Schools has been reduced. Other classrooms have maintained a larger traditional size. We would like to know your ideas concerning your child's classroom. This survey will only take a couple of minutes of your time to complete and can be returned in the enclosed, post-paid addressed envelope.

Your responses will help us to evaluate and improve our efforts concerning first and second grade classrooms. All answers will be kept confidential and only grouped findings will be reported.

Instructions: First, please write the name of your child's first or second grade school. Then, please fill in the blank or circle the letter corresponding to the most appropriate answer. Thank you in advance for sharing your views.

My child attends _____ elementary.

Circle your child's grade level: first second

Experimental (N=14)
Control (N=24)

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I: A background question.

1. What is the size of the classroom your child attends?	Experimental #	Experimental %	Control #	Control %
a. 25 - 30 students	6	42.8	11	45.8
b. 21 - 24 students	4	28.6	7	29.2
c. 15 - 20 students	2	14.3	1	4.2
d. Less than 15 students	2	14.3	0	0.0
e. Don't know	0	0.0	2	8.3
f. No response	0	0.0	3	12.5
TOTAL	**14**	**100.0**	**24**	**100.0**

PART II: These are a few classroom questions.

2. How has your child's learning to read changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	8	57.1	15	62.5
b. Somewhat improved	5	35.7	6	25.0
c. No change	1	7.1	2	8.3
d. Somewhat worse	0	0.0	1	4.2
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**99.9***	**24**	**100.0**

3. How has your child's learning to write changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	4	28.6	14	58.3
b. Somewhat improved	8	57.1	7	29.2
c. No change	2	14.3	2	8.3
d. Somewhat worse	0	0.0	1	4.2
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**100.0**	**24**	**100.0**

***Rounding**

Second Grade Parent Survey
Page 2

4. How has your child's learning in mathematics changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	6	42.8	9	37.5
b. Somewhat improved	5	35.7	11	45.8
c. No change	3	21.4	4	16.7
d. Somewhat worse	0	0.0	0	0.0
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**99.9***	**24**	**100.0**

5. How has your child's learning to talk and express himself or herself changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	5	42.8	8	33.3
b. Somewhat improved	6	35.7	9	37.5
c. No change	3	21.4	6	25.0
d. Somewhat worse	0	0.0	1	4.2
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**99.9***	**24**	**100.0**

6. How has your child's learning with and about computers and technology changed since last year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	2	14.3	6	25.0
b. Somewhat improved	7	50.0	9	37.5
c. No change	3	21.4	4	16.7
d. Somewhat worse	0	0.0	0	0.0
e. Much worse	0	0.0	0	0.0
f. Don't know	2	14.3	5	20.8
TOTAL	**14**	**100.0**	**24**	**100.0**

7. How have your child's grades in school changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	3	21.4	10	41.7
b. Somewhat improved	7	50.0	8	33.3
c. No change	2	14.3	3	12.5
d. Somewhat worse	1	7.1	3	12.5
e. Much worse	1	7.1	0	0.0
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**99.9***	**24**	**100.0**

8. How has your child's like for school changed this year?	Experimental #	Experimental %	Control #	Control %
a. Much improved	4	28.6	10	41.7
b. Somewhat improved	2	14.3	7	29.2
c. No change	5	35.7	4	16.7
d. Somewhat worse	2	14.3	2	8.3
e. Much worse	1	7.1	1	4.2
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**100.1***	**24**	**100.1***

***Rounding**

Second Grade Parent Survey
Page 3

9. How has the way your child gets along with other students changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	3	21.4	7	29.2
b. Somewhat improved	4	28.6	9	37.5
c. No change	5	35.7	5	20.8
d. Somewhat worse	0	0.0	1	4.2
e. Much worse	2	14.3	0	0.0
f. Don't know	0	0.0	2	8.3
TOTAL	**14**	**100.0**	**24**	**100.0**

10. How has your child's interest in learning changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	5	35.7	10	41.7
b. Somewhat improved	4	28.6	7	29.2
c. No change	3	21.4	4	16.7
d. Somewhat worse	1	7.1	3	12.5
e. Much worse	1	7.1	0	0.0
TOTAL	**14**	**99.9***	**24**	**100.1***

11. How has your involvement in school as a parent changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	2	14.3	4	16.7
b. Somewhat improved	5	35.7	6	25.0
c. No change	6	42.8	12	50.0
d. Somewhat worse	1	7.1	2	8.3
e. Much worse	0	0.0	0	0.0
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**99.9***	**24**	**100.0**

12. How has the communication you have had with your child's teacher changed this year?

	Experimental		Control	
	#	%	#	%
a. Much improved	5	35.7	6	25.0
b. Somewhat improved	2	14.3	6	25.0
c. No change	5	35.7	7	29.2
d. Somewhat worse	2	14.3	3	12.5
e. Much worse	0	0.0	2	8.3
f. Don't know	0	0.0	0	0.0
TOTAL	**14**	**100.0**	**24**	**100.0**

13. A reduction in class size is expensive. Do you think the benefits are worth the extra money?

	Experimental		Control	
	#	%	#	%
a. Yes	11	78.6	19	79.2
b. No	1	7.1	0	0.0
c. Don't know	2	14.3	5	20.8
TOTAL	**14**	**100.0**	**24**	**100.0**

***Rounding**

Second Grade Parent Survey
Page 4

PART III: This is an opinion question.

14. What could have been done differently at school to improve your child's experience?

Comments	Experimental	Control
• Computer labs/more computers	2	1
• Longer lunch hours	1	0
• Smaller class size/more one-on-one instruction	1	6
• Aides	0	1
• More homework	1	1
• Not enough attention to special education needs	2	0
• More sensitive/better teachers	1	1
• Better discipline	1	1
• Better lunch program/better food/better training of lunchroom aides to respect each child	0	1
• After school tutoring program/activities	1	2
• More music/arts/crafts for express	0	1
• Better feedback to parents	2	2
• More consistency in substitute teachers	0	3
• Stop half days twice/month	0	1

Thank you for your honest response!

Please put survey in postage-paid envelope provided and return it to the Saginaw Public Schools by May 5, 2000.

ETR©April, 2000-Form C/E

CLASS SIZE SURVEY
Teacher Survey

Experimental (N=12)
Control (N=13)

School Where You Teach: _____

Introduction: Thank you for taking the time to complete this questionnaire. The purpose of this survey is to determine the perceptions of teachers with regard to either reduced class size (grade 1 = 18 or less, and grade 2 = 21 or less) or traditional class size in the first or second grades. Your responses will be used to help us to evaluate and improve our early elementary efforts. All answers will be kept in confidence and only grouped findings will be reported.

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I

1. How long have you been teaching?	Experimental		Control	
	#	%	#	%
a. First year	1	8.3	0	0.0
b. 1 – 2 years	0	0.0	3	23.1
c. 3 – 10 years	5	41.7	2	15.4
d. 11 – 20 years	2	16.7	3	23.1
e. More than 20 years	4	33.3	5	38.5
f. No response	0	0.0	0	0.0
TOTAL	**12**	**100.0**	**13**	**100.1***

2. What grade do you teach?	Experimental		Control	
	#	%	#	%
a. First	8	66.7	10	76.9
b. Second	3	25.0	3	23.1
c. No response	1	8.3	0	0.0
TOTAL	**12**	**100.0**	**13**	**100.0**

3. What grade did you teach last year?	Experimental		Control	
	#	%	#	%
a. First	7	58.3	7	53.8
b. Second	5	41.7	3	23.1
c. Third	0	0.0	1	7.7
d. Upper Elementary	0	0.0	0	0.0
e. No response	0	0.0	2	15.4
TOTAL	**12**	**100.0**	**13**	**100.0**

4. How many students are in your class?	Experimental		Control	
	#	%	#	%
a. 21 or more	1	8.3	13	100.0
b. 19 – 20	2	16.7	0	0.0
c. 17 – 18	5	41.7	0	0.0
d. 15 – 16	4	33.3	0	0.0
e. 14 or fewer	0	0.0	0	0.0
f. No response	0	0.0	0	0.0
TOTAL	**12**	**100.0**	**13**	**100.0**

***Rounding**

Teacher Survey
Page 2

5. How many months, if any, have you been teaching 18 or few students (2nd grade, 21 or fewer students)?

	Experimental		Control	
	#	%	#	%
a. Less than a month	1	8.3	3	23.1
b. 1 - 3 months	0	0.0	0	0.0
c. 4 - 6 months	2	16.7	0	0.0
d. More than six months	6	50.0	0	0.0
e. I have more than 18 (2nd grade, 21) students in my class	3	25.0	9	69.2
f. No response	0	0.0	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.0**

PART II: Please indicate the extent to which the following factors have changed from last school year to this school year.

6. Student time-on-task.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	10	83.3	1	7.7
b. Somewhat improved since last year	0	0.0	3	23.1
c. No change	1	8.3	6	46.2
d. Somewhat worse since last year	0	0.0	2	15.4
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.1***

7. Monitoring student progress and providing feedback to students.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	9	75.0	0	0.0
b. Somewhat improved since last year	1	8.3	5	38.5
c. No change	1	8.3	2	15.4
d. Somewhat worse since last year	0	0.0	5	38.5
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.1***

8. Small group instruction.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	10	83.3	0	0.0
b. Somewhat improved since last year	1	8.3	3	23.1
c. No change	0	0.0	5	38.5
d. Somewhat worse since last year	0	0.0	3	23.1
e. Much worse since last year	0	0.0	1	7.7
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.1***

9. One-on-one instruction.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	8	66.7	1	7.7
b. Somewhat improved since last year	2	16.7	3	23.1
c. No change	1	8.3	2	15.4
d. Somewhat worse since last year	0	0.0	4	30.8
e. Much worse since last year	0	0.0	2	15.4
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

***Rounding**

Teacher Survey
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10. Use of hands-on activities and manipulatives.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	0	0.0	1	7.7
b. Somewhat improved since last year	4	33.3	0	0.0
c. No change	1	8.3	7	53.8
d. Somewhat worse since last year	0	0.0	3	23.1
e. Much worse since last year	0	0.0	1	7.7
f. No response	7	58.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.0**

11. Effectiveness of remedial activities.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	7	58.3	1	7.7
b. Somewhat improved since last year	2	16.7	3	23.1
c. No change	2	16.7	4	30.8
d. Somewhat worse since last year	0	0.0	3	23.1
e. Much worse since last year	0	0.0	1	7.7
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

12. Effectiveness of enrichment activities.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	7	58.3	0	0.0
b. Somewhat improved since last year	3	25.0	4	30.8
c. No change	1	8.3	5	38.5
d. Somewhat worse since last year	0	0.0	2	15.4
e. Much worse since last year	0	0.0	1	7.7
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.1***

13. Introducing students to computers and technology.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	3	25.0	0	0.0
b. Somewhat improved since last year	2	16.7	1	7.7
c. No change	5	41.7	5	38.5
d. Somewhat worse since last year	0	0.0	2	15.4
e. Much worse since last year	1	8.3	4	30.8
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

14. Student attendance.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	2	16.7	0	0.0
b. Somewhat improved since last year	4	33.3	0	0.0
c. No change	5	41.7	8	61.5
d. Somewhat worse since last year	0	0.0	4	30.8
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.0**

***Rounding**

Teacher Survey
Page 4

15. Classroom discipline.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	6	50.0	2	15.4
b. Somewhat improved since last year	2	16.7	0	0.0
c. No change	3	25.0	7	53.8
d. Somewhat worse since last year	0	0.0	3	23.1
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.0**

16. Social interaction among your students.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	7	58.3	1	7.7
b. Somewhat improved since last year	2	16.7	1	7.7
c. No change	2	16.7	4	30.8
d. Somewhat worse since last year	0	0.0	5	38.5
e. Much worse since last year	0	0.0	1	7.7
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

17. Social/personal interactions between the teachers and students.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	8	66.7	1	7.7
b. Somewhat improved since last year	3	25.0	2	15.4
c. No change	0	0.0	5	38.5
d. Somewhat worse since last year	0	0.0	3	23.1
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	2	15.4
TOTAL	**12**	**100.0**	**13**	**100.1***

18. Teacher morale.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	8	66.7	2	15.4
b. Somewhat improved since last year	2	16.7	0	0.0
c. No change	0	0.0	5	38.5
d. Somewhat worse since last year	0	0.0	4	30.8
e. Much worse since last year	1	8.3	1	7.7
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

19. Effectiveness of teacher planning and preparation.

	Experimental		Control	
	#	%	#	%
a. Much improved since last year	8	66.7	2	15.4
b. Somewhat improved since last year	3	25.0	7	53.8
c. No change	0	0.0	2	15.4
d. Somewhat worse since last year	0	0.0	1	7.7
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.0**

***Rounding**

Teacher Survey
Page 5

20. The amount of paper and record keeping.	Experimental		Control	
	#	%	#	%
a. Much improved since last year	5	41.7	1	7.7
b. Somewhat improved since last year	3	25.0	1	7.7
c. No change	1	8.3	5	38.5
d. Somewhat worse since last year	2	16.7	3	23.1
e. Much worse since last year	0	0.0	2	15.4
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

21. Your interaction with other teachers at your school.	Experimental		Control	
	#	%	#	%
a. Much improved since last year	0	0.0	2	15.4
b. Somewhat improved since last year	5	41.7	0	0.0
c. No change	6	50.0	6	46.2
d. Somewhat worse since last year	0	0.0	2	15.4
e. Much worse since last year	0	0.0	2	15.4
f. No response	1	8.3	1	7.7
TOTAL	**12**	**100.0**	**13**	**100.1***

22. Teacher-administrator interaction and support.	Experimental		Control	
	#	%	#	%
a. Much improved since last year	3	25.0	1	7.7
b. Somewhat improved since last year	4	33.3	2	15.4
c. No change	3	25.0	9	69.2
d. Somewhat worse since last year	0	0.0	0	0.0
e. Much worse since last year	1	8.3	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.0**

23. Number and quality of contacts with parents.	Experimental		Control	
	#	%	#	%
a. Much improved since last year	4	33.3	0	0.0
b. Somewhat improved since last year	3	25.0	2	15.4
c. No change	4	33.3	7	53.8
d. Somewhat worse since last year	0	0.0	3	23.1
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.0**

24. Physical environment (space, facilities, noise level, etc.).	Experimental		Control	
	#	%	#	%
a. Much improved since last year	6	50.0	1	7.7
b. Somewhat improved since last year	3	25.0	0	0.0
c. No change	1	8.3	6	46.2
d. Somewhat worse since last year	1	8.3	4	30.8
e. Much worse since last year	0	0.0	1	7.7
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.1***

***Rounding**

Teacher Survey
Page 6

25. Overall academic improvement among students.	Experimental		Control	
	#	%	#	%
a. Much improved since last year	7	58.3	1	7.7
b. Somewhat improved since last year	3	25.0	1	7.7
c. No change	1	8.3	8	61.5
d. Somewhat worse since last year	0	0.0	2	15.4
e. Much worse since last year	0	0.0	0	0.0
f. No response	1	8.3	1	7.7
TOTAL	**12**	**99.9***	**13**	**100.0**

PART III: Using the space provided, please write your response to the following questions.

26. What do you like best about this year's class versus last year's class?

Comments	Experimental	Control
• Planning time	0	1
• Student teacher	0	1
• Less students than last year	0	1
• Confidence based on teaching the grade before	0	1
• Better listeners	0	2
• Better parents	1	1
• More time for one-on-one instruction	6	0
• Less discipline problems/distractions	5	4
• More academic success	1	0
• Better academic achievement	3	1
• Better classroom atmosphere	1	1
• More time to monitor students	1	0

27. What do you like least about this year's class versus last year's class?

Comments	Experimental	Control
• Too many students/wide range of student abilities	0	5
• Lacked materials	0	2
• Behavior problems with children	1	3
• Irresponsible parents	0	2
• More special education students in room	1	0
• Attendance and tardiness still a problem	1	0
• Too many "after school" meetings	1	0
• Text leveling useless unless done in a quiet one-to one environment	1	0
• Academically lower then typical students of this grade level	0	2

*Rounding

Teacher Survey
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28. What would you change to improve classroom effectiveness?

Comments	Experimental	Control
• Lower class size/more teachers so all classes are small	1	8
• Hire paraprofessional/aide	0	3
• Materials readily available	1	1
• Parenting classes	0	1
• Stricter requirements for promotion from kindergarten	0	3
• More individual instruction	0	1
• Ways to identify students needing extra help	1	0
• Fewer benchmarks	0	1
• Classroom computers	2	0
• Science kits arrive in a more timely fashion	1	0
• More support with discipline/police carried out/better discipline	3	0
• Keep to compensatory education schedule do not allow change	1	0
• Better lead time when changing grades	0	1
• Have a team do text leveling to provide consistency	1	0

29. What unexpected results have you observed in this year as compared to last year? If appropriate, please mention both positive and negative results.

Positive results:

Comments	Experimental	Control
• Reading and writing improvement	6	4
• Better student interaction	4	0
• Increased parent conference attendance/more parent involvement	1	0
• Mathematics improvement	2	1
• Time on task increased	2	0
• Able to cover more material	1	0
• Better class environment/happier students	2	0
• Less stress	1	0
• Allowed more time to work on problem solving skills	1	0

Negative Results:

Comments	Experimental	Control
• Large class size limits the amount of individual help	0	2
• Less parent involvement	0	2
• Behavior problems with kids	1	1
• Too many special education students	1	0
• Poor attendance	1	0
• No negative results – only positive results	1	0
• Lack of interest on the part of teachers	0	1

30. List any professional development activities in which you have participated that would help you to be more effective in reduced sized classrooms.

Comments	Experimental	Control
• Four block	3	4
• Reading Recovery	0	2
• Integrated curriculum	1	1
• Math/reading inservices for new program	2	1
• Strategies to better implement smaller class size	1	0
• CLF (Community for Learning)	1	0
• ALEM (Adaptive Learning Environments Module)	1	0
• First Grade Convention (conference) in Lansing	2	0
• More training in use of music, art, drama	0	1
• DRA kit meetings	1	0
• Parenting classes	0	1

31. List any professional development activities/topics you believe would be helpful in reduced sized classrooms.

Comments	Experimental	Control
• Small group activities/centers	2	1
• Cooperative learning	1	1
• Class management	0	1
• Four block update or expansion	1	2
• Text leveling instruction/Reading Recovery	4	0
• Individualized instruction	1	0
• Math Their Way	1	0
• A first grade conference	1	0
• Conflict resolution	0	1
• More thematic inversion	0	1

Thank you for your honest response!

Please return to the Evaluation, Testing & Research Department by Friday, May 5, 2000.

ETR©April, 2000-Form C/E

CLASS SIZE SURVEY
Principal Survey
(N=14)

School: _____

Introduction: Thank you for taking the time to complete this questionnaire. The purpose of this survey is to determine the perceptions of principals with regard to either reduced class size (grade 1 = 18 or less, and grade 2 = 21 or less) or traditional class size in the first or second grades. Your responses will be used to help us to evaluate and improve our early elementary efforts. All answers will be kept in confidence and only grouped findings will be reported.

Directions: Please fill in the blank or circle the letter corresponding to the most appropriate answer.

PART I

1. At what grade levels have class size reductions been implemented at your school?

	#	%
a. First grade only	6	42.8
a. Grades 1 & 2	2	14.3
b. Second grade only	0	0.0
c. None – GO TO PART II	6	42.8
TOTAL	**14**	**99.9***

2. What is the average number of months, if any, that class size reduction classes have been in operation at your school?

	#	%
a. None	0	0.0
b. Less than a month	0	0.0
c. 1-3 months	0	0.0
d. 4-6 months	1	12.5
e. More than six months	7	87.5
TOTAL	**8**	**100.0**

3. What percent of your reduced size classrooms are using a team-teaching format?

	#	%
a. 0% to 20%	4	50.0
b. 21% to 40%	1	12.5
c. 41% to 60%	0	0.0
d. 61% to 80%	0	0.0
e. More than 80%	3	37.5
TOTAL	**8**	**100.0**

4. What percent of your reduced size classrooms are taught by first year teachers?

	#	%
a. 0% to 20%	7	87.5
b. 21% to 40%	0	0.0
c. 41% to 60%	0	0.0
d. 61% to 80%	0	0.0
e. More than 80%	1	12.5
TOTAL	**8**	**100.0**

5. What percent of your reduced size classrooms are taught by teachers who taught at the same grade level last year?

	#	%
a. 0% to 20%	0	0.0
b. 21% to 40%	1	12.5
c. 41% to 60%	0	0.0
d. 61% to 80%	1	12.5
e. More than 80%	6	75.0
TOTAL	**8**	**100.0**

* Rounding

PART II: Thinking only of your first grade classrooms (second if you have low class size in that grade), please indicate the extent to which the following factors have changed from last school year to this school year. If you have both Reduced and Traditional classrooms mark the questions in each column. If only Reduced or Traditional Classrooms mark the questions in the appropriate column.

Reduced Class Size Classrooms

6. Student time-on-task.	#	%
a. Much improved since last year	4	50.0
b. Somewhat improved since last year	1	12.5
c. No change	2	25.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

7. Monitoring student progress and providing feedback to students.	#	%
a. Much improved since last year	5	62.5
b. Somewhat improved since last year	0	0.0
c. No change	0	0.0
d. Somewhat worse since last year	2	25.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

8. Small group instruction.	#	%
a. Much improved since last year	4	50.0
b. Somewhat improved since last year	2	25.0
c. No change	1	12.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

9. One-on-one instruction.	#	%
a. Much improved since last year	5	62.5
b. Somewhat improved since last year	1	12.5
c. No change	1	12.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

Traditional Class Size Classrooms

6. Student time-on-task.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	4	44.4
c. No change	5	55.6
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	0	0.0
TOTAL	**9**	**100.0**

7. Monitoring student progress and providing feedback to students.	#	%
a. Much improved since last year	1	11.1
b. Somewhat improved since last year	2	22.2
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	0	0.0
TOTAL	**9**	**100.0**

8. Small group instruction	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	3	33.3
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	0	0.0
TOTAL	**8**	**100.0**

9. One-on-one instruction.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	1	11.1
c. No change	7	77.8
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	0	0.0
TOTAL	**9**	**100.0**

Reduced Class Size Classrooms

10. Use of hands-on activities and manipulatives.	#	%
a. Much improved since last year	3	37.5
b. Somewhat improved since last year	2	25.0
c. No change	2	25.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

11. Effectiveness of remedial activities.	#	%
a. Much improved since last year	3	37.5
b. Somewhat improved since last year	2	25.0
c. No change	2	25.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

12. Effectiveness of enrichment activities.	#	%
a. Much improved since last year	3	37.5
b. Somewhat improved since last year	2	25.0
c. No change	1	12.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

13. Introducing students to computers and technology.	#	%
a. Much improved since last year	1	12.5
b. Somewhat improved since last year	2	25.0
c. No change	3	37.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

Traditional Class Size Classrooms

10. Use of hands-on activities and manipulatives.	#	%
a. Much improved since last year	1	11.1
b. Somewhat improved since last year	3	33.3
c. No change	4	44.4
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	0	0.0
TOTAL	**9**	**99.9***

11. Effectiveness of remedial activities.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	5	55.6
c. No change	3	33.3
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	0	0.0
TOTAL	**9**	**100.0**

12. Effectiveness of enrichment activities.	#	%
a. Much improved since last year	1	11.1
b. Somewhat improved since last year	2	22.2
c. No change	3	33.3
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**99.9***

13. Introducing students to computers and technology.	#	%
a. Much improved since last year	2	22.2
b. Somewhat improved since last year	0	0.0
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**100.1***

* Rounding

Reduced Class Size Classrooms

14. Student attendance.	#	%
a. Much improved since last year	1	12.5
b. Somewhat improved since last year	4	50.0
c. No change	1	12.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

15. Classroom discipline.	#	%
a. Much improved since last year	2	25.0
b. Somewhat improved since last year	2	25.0
c. No change	1	12.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	37.5
TOTAL	**8**	**100.0**

16. Social interaction among your students.	#	%
a. Much improved since last year	2	25.0
b. Somewhat improved since last year	1	12.5
c. No change	2	25.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	3	37.5
TOTAL	**8**	**100.0**

17. Social/personal interactions between the teachers and students	#	%
a. Much improved since last year	4	50.0
b. Somewhat improved since last year	1	12.5
c. No change	1	12.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

Traditional Class Size Classrooms

14. Student attendance.	#	%
a. Much improved since last year	1	11.1
b. Somewhat improved since last year	0	0.0
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**100.0**

15. Classroom discipline.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	0	0.0
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	3	33.3
TOTAL	**9**	**100.0**

16. Social interaction among your students.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	1	11.1
c. No change	5	55.6
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	3	33.3
TOTAL	**9**	**100.0**

17. Social/personal interactions between the teachers and students	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	2	22.2
c. No change	4	44.4
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**99.9***

* Rounding

Reduced Class Size Classrooms

18. Teacher morale.	#	%
a. Much improved since last year	4	50.0
b. Somewhat improved since last year	2	25.0
c. No change	0	0.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	50.0
TOTAL	**8**	**100.0**

19. Effectiveness of teacher planning and preparation.	#	%
a. Much improved since last year	3	37.5
b. Somewhat improved since last year	4	50.0
c. No change	0	0.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

20. Quality of contacts with parents.	#	%
a. Much improved since last year	1	12.5
b. Somewhat improved since last year	3	37.5
c. No change	2	25.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

21. Physical environment (space, facilities, noise level, etc.)	#	%
a. Much improved since last year	3	37.5
b. Somewhat improved since last year	1	12.5
c. No change	2	25.0
d. Somewhat worse since last year	1	12.5
e. Much worse since last year	0	0.0
f. No response	1	12.5
TOTAL	**8**	**100.0**

Traditional Class Size Classrooms

18. Teacher morale.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	1	11.1
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**100.0**

19. Effectiveness of teacher planning and preparation.	#	%
a. Much improved since last year	2	22.2
b. Somewhat improved since last year	2	22.2
c. No change	4	44.4
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	1	11.1
TOTAL	**9**	**99.9***

20. Quality of contacts with parents.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	1	11.1
c. No change	5	55.6
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**100.0**

21. Physical environment (space, facilities, noise level, etc.)	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	0	0.0
c. No change	7	77.8
d. Somewhat worse since last year	1	11.1
e. Much worse since last year	0	0.0
f. No response	1	11.1
TOTAL	**9**	**100.0**

* Rounding

Reduced Class Size Classrooms		
22. Teacher-administrator interaction and support.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	3	37.5
c. No change	3	37.5
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

Traditional Class Size Classrooms		
22. Teacher-administrator interaction and support.	#	%
a. Much improved since last year	0	0.0
b. Somewhat improved since last year	2	22.2
c. No change	5	55.6
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**100.0**

23. Overall academic improvement among students.	#	%
a. Much improved since last year	2	25.0
b. Somewhat improved since last year	2	25.0
c. No change	2	25.0
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	25.0
TOTAL	**8**	**100.0**

23. Overall academic improvement among students.	#	%
a. Much improved since last year	1	11.1
b. Somewhat improved since last year	0	0.0
c. No change	6	66.7
d. Somewhat worse since last year	0	0.0
e. Much worse since last year	0	0.0
f. No response	2	22.2
TOTAL	**9**	**100.0**

24. Obviously, reductions in class size are an expensive undertaking. Do you think that the benefits of reduced class size are worth the expenditures?

	#	%
a. Yes	7	87.5
b. No	1	12.5
c. Don't know	0	0.0
TOTAL	**89**	**100.0**

Principal Survey
Page 7

PART III: If you have reduced class sizes in your building, please write your response to the following questions using the space provided. If all of your classrooms are of traditional size, please do not answer Part III.

25. What do you like best about class size reduction?

COMMENTS	NUMBER
• More time for one-on-one instruction	8
• Teacher morale seems higher	2
• Less discipline problems/distractions	2
• More academic success	1
• More time spent with each child in various activities	2
• Fewer student conflicts	1

26. What do you like least about class size reduction?

COMMENTS	NUMBER
• Some resentment from upper grade levels	1
• Potentially could be for an "elite" class	2
• Possible some students who need a smaller class size will not get it; small class size for all	2

27. What would you change about the class size reduction efforts to improve its effectiveness?

COMMENTS	NUMBER
• Lower class size/more teachers so all classes are small	4
• More parent involvement	1
• More individual instruction	1
• Ways to identify students needing extra help	1
• More hands on activities	1
• Identification of ways administration can support low class size teachers	1

28. What unexpected results have you observed as a result of reduced class size? If appropriate, please mention both positive and negative unexpected results.

Positive results:

COMMENTS	NUMBER
• Reading and writing improvement	3
• Better student interaction	1
• Less referral to special education	1
• Increased parent conference attendance/more parent involvement	4
• Better class environment/happier students	2
• Opportunity for teachers to use "Best Practices"	1
• Better student attendance	1

Negative results:

COMMENTS	NUMBER
• Large classroom limits the amount of individual help	1
• Less parent involvement	1
• Need to increase teacher expectations	1

Thank you for your honest response!

Please return to the Evaluation, testing & Research Department by Friday, May 5, 2000

APPENDIX C

Summary Statement of Part II Question	Parent 1st	Parent 2nd	Teacher	Principal
Changes in learning to read	≈ 94% improvement	≈ 90% improvement		
Changes in learning to write	≈ 92% improvement	E: 28.6%; C: 58.3% much improved		
Changes in learning math	≈ 91% improvement	≈ 81% improvement		
Changes in verbal expression	≈ 86% improvement	≈ 62% improvement		
Changes in technology skills	≈ 47% improvement	≈ 63% improvement	E: 41.7%; C: 7.7% improvement	E: 37.5%; C: 22.2% improvement
Changes in grades	≈ 73% improvement	≈ 73% improvement	E: 83.3%; C: 15.4% improvement	E: 50.0%; C: 11.1% improvement
Changes in school attitude	≈ 59% improvement	E: 42.9%; C: 70.9% improvement		
Changes in student interaction	≈ 59% improvement	≈ 58% improvement	E: 75.0%; C: 15.4% improvement	E: 37.5%; C: 11.1% improvement
Changes in interest in learning	E: 85.7%; C: 69.7% improvement	≈ 68% improvement		
Change in parent involvement	E: 52.9%; C: 31.9% improvement	≈ 46% improvement		
Changes in parent/teacher interaction	E: 73.5%; C: 57.2% improvement	≈ 50% improvement	E: 58.3%; C: 15.4% improvement	E: 50.0%; C: 11.1% improvement
Is it worth the extra money	≈ 82% Yes	≈ 79% Yes		87.5% Yes
Change in student time on task			E: 83.3%; C: 30.8% improvement	E: 62.5%; C: 44.4% improvement
Change in monitoring/feedback to students			E: 83.3%; C: 38.5% improvement	E: 62.5%; C: 33.3% improvement
Change in small group instruction			E: 91.6%; C: 23.1% improvement	E: 75.0%; C: 33.3% improvement
Change in one on one instruction			E: 83.4%; C: 30.8% improvement	E: 75.0%; C: 11.1% improvement
Change in hands on instruction			E: 33.3%; C: 7.7% improvement	E: 62.5%; C: 44.4% improvement
Change in enrichment activities			E: 83.3%; C: 30.8% improvement	E: 62.5%; C: 33.3% improvement
Change in attendance			E: 50.0%; C: 0.0% improvement	E: 62.5%; C: 11.1% improvement
Change in discipline			E: 66.7%; C: 15.4% improvement	E: 50.0%; C: 0.0% improvement
Change in student/teacher interaction			E: 91.7%; C: 23.1% improvement	E: 62.5%; C: 22.2% improvement
Change in morale			E: 83.4%; C: 15.4% improvement	E: 75.0%; C: 11.1% improvement
Change in effective of planning			E: 91.7%; C: 69.2% improvement	E: 87.5%; C: 44.4% improvement
Change in amount of paperwork			E: 66.7%; C: 15.4% improvement	
Change in administration/teacher interaction			E: 58.3%; C: 23.1% improvement	E: 37.5%; C: 22.2% improvement
Change in physical environment			E: 75.0%; C: 7.7% improvement	E: 50.0%; C: 0.0% improvement

E = Experimental (Reduced Class Size)
C = Control (Normal Class Size)

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APPENDIX D

Summary Statement of Part III Question	Parent 1st	Parent 2nd	Teacher	Principal
What do you like best			E: more time for 1 to 1 instruction E & C: less discipline problems	More time for 1 to 1 instruction
What do you like least			E: no common response C: too many diverse students	1) Potential for an elite class 2) Most needy may not be in reduced
What changes would you recommend	E & C: More 1 to 1 instruction E: More sensitive/better teachers	E: 1) Better feedback to parents 2) Better attention to special needs 3) More computers C: More 1 to 1 instruction	E: More discipline C: More reduced classes	More reduced classes
Any unexpected positive results			E & C: Improvement in reading and writing	1) Increased parent involvement 2) Improvement in reading and writing
Any unexpected negative results			E: no common response C: 1) Less parent involvement 2) Less individual attention	No common response
Professional development taken			E & C: Four block	
Professional development wanted			E: Text leveling instruction C: Four block update/expansio	

E = Experimental (Reduced Class Size)
C = Control (Normal Class Size)

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